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ABSTRACT

To determine the first things that a new principal does during the first few months on the job, an intensive case study was conducted of 12 first-time high school principals in Florida, Virginia, Missouri, and Colorado. Each beginning principal was assigned a research team member who conducted on-site visits, reviewed documentation regarding the new principal's entire first year, and made debriefing interviews by telephone every 2 to 3 weeks. Further, questionnaires were mailed to beginning principals in 15 states to obtain additional information. Analyses of data collected indicated that: (1) most principals emphasized developing a positive school climate; (2) induction programs for new principals are needed; and (3) most principals focused heavily on academics from the beginning. The study was designed on the assumption that most principals take over their positions during the summer and thus are present for the new school year's beginning; however, in the search to identify first-time high school principals, it became clear that a large proportion begin their duties in January. The next step in research should be to compare midyear and summer start times. Additionally, a comparison of more and less successful entries, and an examination of gender differences would be enlightening. (13 references) (KM)

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ENTRY STRATEGIES OF FIRST-TIME HIGH SCHOOL PRINCIPALS

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Entry Strategies of First-Time High School Principals

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> "I got a letter to the mail boxes of the staff of the school telling them how excited I was for being selected as Principal and I needed to make the first impression, the lasting impression." (Hank)
>
> "It is important, especially from the onset, to make sure people understand what you expect and follow through to enforce those things." (Herb)
>
> "I want the teachers to know where they stand and how I feel about them. I'll try to be as proactive as I can be in anticipation of things happening." (Coach)

These quotes are reflective of the intensity and proactive nature of many first-time high school principals. One of the key impressions out of the study of first-time high school principals is the positivism that principals are bringing to this difficult, complex, and intricate role. Yet, as has been pointed out elsewhere (e.g., Hall, Rutherford, Hord, Huling, 1984), all principals are not the same. Their emphases, their philosophy of leadership, and what they spend their time on can vary dramatically. Whatever may be their leadership style, it clearly is the intent of every beginning principal <u>to make a difference</u>.

The transition from some other type of assignment to being a first-time principal in a high school is a big one. The beginner is confronted with a spectrum of issues ranging from day-to-day learning about administration of the school, to improving the overall image of the school and the community. Though the issues may be similar and in many instances the same, the priorities given to them by different principals and how they go about attending to each can vary dramatically.

Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA, 1989.

Note: This is one of a series of papers from the Beginning Principal Study conducted by researchers at the University of Florida, University of Colorado at Denver and the University of Northern Colorado.

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In this paper, the entry activities of beginning high school principals is the topic. From the moment that they are selected as the new high school principal, they are in the spotlight. Where do new principals begin? What kinds of steps and actions appear to be keys to their successful entry? And, is there any pattern, themes or trends to how principals shape their entry that result in the emergence of a particular professional identity? Whatever they do at this time will be establishing the precedent for as long as they continue at that school.

In this paper the initial data analyses and findings about the entry behavior of first-time principals is reported. The paper begins with a brief review of the literature and description of the study methods. This is followed by a listing of themes or Areas of Focus, and a description of specific examples of behaviors and events that occurred during the entry time.

The paper concludes with a summary discussion which expresses the need for induction programs for beginning principals, presents a summary of critical behaviors of entry and offers suggestions for next steps in research.

Background to the Study

Surprisingly, very few research studies have addressed the initial thoughts and actions of beginning principals. One exception is the work of Cheever, Fisher, Jones, Kelleher, and Woffard, 1982, who point out "many administrators get off to bad starts because they immediately begin to 'solve problems' or 'make changes' before planning and executing a set of activities which force them to learn more about the system and test their assumptions before trying to change or direct it," (page 5). With the exception of an occasional commentary, such as this, the systematic study of first-time high school principals has not been done in North America.

Given the fact that in excess of 60% of the high school principals in the U.S. are near retirement age, it is surprising that there is so little known about the life and work of beginning principals. There appears to be only a handful of studies existent in regard to first-time principals. The most significant body of work is the major study in Great Britain conducted by Weindling and Earley, (1987). In their national study approximately 250 first-time "heads" of secondary schools were surveyed. Following the survey, initial interviews were conducted with 47 heads. Sixteen were chosen as subjects for more intense study during their first two years in the position.

In North America there have been a few doctoral dissertations that have addressed new principals and at least one study (Hart, 1987) that focused on succession from one principal to another.

Although there has been extensive work on the development of assessment centers, there seems to be a depressingly limited amount of information available about what happens to new principals on the job. Interestingly, there is much more in-depth information being collected about the "induction" of teachers. The pioneering research by Tisher

(1978), who directed a national study of beginning teachers in Australia, represents one starting point. In the U.S., Ryan et al.'s (1980) study of beginning teachers was another milestone. During the last ten years in the United States, such persons such as Huling-Austin, (1986) have been systematically studying induction programs for teachers, the role of mentors, state policies, and distinctions between assessment and assistance programs. The corollary work is yet to be done in regard to the principalship.

Study Design and Method

To begin the study of first time high school principals in the U.S., an inner-institutional team of researchers was established in 1986 to conduct what has become known as The Beginning Principals Study (BPS). The research team includes members from the University of Florida, the University of Colorado at Denver, and the University of Northern colorado. The focus of the study has been upon examining the lives and work of the first-time high school principal. Though the researchers have received no external funding for conducting the study, the study has been intensive and national in scope.

Since the one major study that had been done earlier of beginning high school principals was the Weindling and Earley work, the research team decided to base the Beginning Principal Study on this pioneering work. Fortunately, it was possible for Dick Weindling to serve as a collaborator and an advisor to the BPS research team. An additional strength of this approach was the possibility of comparative analyses of the data (see for example, Parkay, Weindling, and Hall, 1989). Also, the usual berthing problems in conducting a large study were reduced significantly, since Weindling made available his survey instruments and gladly offered advice and counsel! In addition Weindling shared anecdotal information about the steps that were taken and the reasoning behind them as their study was developed.

The Beginning Principal Study (BPS) design and method centered on two types of data collection. The first part was an intensive case study of twelve different beginning principals. This part of the study involved beginning principals in Florida, Virginia, Missouri and Colorado. Each principal had a research team member assigned to him/her to conduct on-site visits, to review documentation from the site in regard to what was going on during their entire first year and to make debriefing interviews by telephone every two to three weeks. All interviews were tape recorded and subsequently transcribed.

The second part of the study entailed a national survey in fifteen representative states. This was a mailed questionnaire to beginning principals. The survey parallelled in many ways the items that were used in the survey in the Weindling and Earley study.

Interestingly, it was difficult to identify the beginning principals for this survey. In most states there was no centralized source of information about who the new high school principals were! For example, when inquiries

were make of the National Association of Secondary School Principals, they did not have a listing! Thus one of the first findings in the BPS study was that there is no systematic record or source of information about who the new principals are. (A promising exception to this situation is the Connecticut Principals' Academy, which not only could identify all new principals, but is offering systematic programs of support to new principals.)

For the case study sample a systematic effort was made to select persons who had never been a high school principal before. Persons who had been a high school principal somewhere else and then assigned to their current school were not selected. Instead the study design focused on selecting first-time high school principals. The study design sought to have one rural, one suburban and one urban school in each of the four states. In the end the total sample of schools represents the range, however in some states there were no sites that fully met the sample criteria.

Data reduction and analysis began with transcription of the taped interviews. Portfolios were developed that included the backup documentation of memos, school newspapers, etc., for each of the twelve sites. These transcriptions and files were then made available to all of the research team members.

Entry Data Analyses

For the development of this paper, the initial step was to compile a listing of specific behaviors and activities of each of the first-time high school principals. The listing was of actions taken during the first three to four months as the new principal began the job. These lists were then consolidated and a set of dimensions or themes, or what we have ended up calling "focus areas" for entry were described. The behaviors of each of the principals were then clustered around these focus areas.

A time scale was established for distinguishing various phases within the period of entry. It was decided that a distinction should be made between three phases.

Phase one:
The time from initial selection by the school board to the arrival of teachers at school.

Phase two:
The time period between the arrival of teachers at school and the arrival of students.

Phase three:
The first two months following arrival of students.

An important caveat is that the BPS study was designed with the assumption that new principals would be selected in the late spring and begin their new jobs in the summer. As is discussed later, this is not always the case.

For these analyses the object was not to judge which principals were more or less successful. Instead, the focus was upon identifying and listing the various activities that were done, describing how these activities were

sequenced and elaborating possible themes or focus areas. The current objective is to develop hypotheses about the ways, meanings, and implications of the actions beginning high school principal's used during their entry.

Once a general list of behaviors had been developed for each principal, the authors developed categories to cluster behaviors. These categories represent themes, focus areas, or strategies. Another analysis step was to lay out the entry actions by phase. In this way we could look for emphases and shifts in emphases as the new job begins, and when teachers and students arrive.

The next step in data analyses was to compare the general patterns developed from the case study of transcripts with the steps and activities reported by the beginning principals in the national survey. One of the items on the national survey asked principals to describe key steps and actions that they had taken at the time of entry. In this paper, Figures One and Two are summaries of the identified entry focus areas and examples of the kinds of behaviors that the principals employed.

Findings

The primary question being addressed in this paper is: What are the first things that a new principal does? Often this is heard from the point of view of principal aspirants with the question "Where do I begin?" Based upon the analysis of the actions taken by the principals in the BPS cases, twelve focus areas for action were constructed. These are defined in Figure 1.

Key actions were taken in each of these areas. Interestingly, although it cannot be proven in this study, it appears that the emphasis that each principal gave to these areas varied in ways that can be systematically related to characteristics of the contexts in which they were working and the need to respond to this unique context. The pattern of entry behavior seems to be related, as well to their vision about the role of the principal and the goals of the school.

Examples of the types of actions that go with each area and how these actions are distributed across the different entry phases is summarized in Figure 2. The overall pattern and arrangement suggests that there are many options for principals to choose from and many things that must be done during the first few months on the job.

Summary Discussion

In this paper the initial findings from the analysis of the case study data in regard to entry behavior and approaches of beginning principals have been summarized. There are two cautions that must be kept in mind at this point. One is that these findings must be considered as initial and any recommendations must be treated with caution, since there is not an extensive set of studies or data bases upon which to draw generalizations.

-Beginning Time of Year

The second caution emerges from the experience of putting together the study sample. It was assumed by the researchers that most high school principals would be identified for their positions in the late spring of the school year, that they would take over their positions during the summer and be there for the opening of the new school year. This is the way the study design was set up and principals were recruited to participate in the study.

Ironically, in the search to identify beginning first-time high school principals it became clear that a large proportion of new high school principals assume their positions in January! Once we detected this pattern it was a short step to understanding why. January is the time when the incumbent, the predecessor principal, would have accrued another year of service for their retirement program. As a consequence it is in their personal interest to retire as of January, which means that the new principal begins in January.

On reflection, it seems that there is a great deal of advantage to having the new principal begin in January. In January the new principal is not pressed to make many of the decisions that are required at the opening of school. The school is up and running for the year. This gives the new principal an opportunity to observe and learn as the spring semester unfolds. January entry also does not place the new principal in the position for so long that their decision making pattern and any attempts to be cautious become a legacy which is impossible to redirect. By having those few months on the job prior to summer, then having the summer to tool up, we hypothesize that beginning principals could have an even more successful launch into their first full year. However, all principals in the BPS study were selected in the spring or early summer so that the types of entry behaviors that are being addressed are those that would be typical for that scenario.

Entry Behavior Trends

There are a number of themes and trends to these data. Some of those that seem to be more clear from this study are summarized here.

1. Most principals emphasized developing a positive school climate. It would be wonderful to have the opportunity to compare the findings from these principals with those of principals ten or twenty years ago. A likely hypothesis would be that the effective schools research has been heard. The heavy emphasis by students and principals upon the development of a positive school climate, the actions that were taken to do this through the theme of "culture building" and the "setting of expectations" was impressive. This was expressed as an important area by nearly all the case study principals and they took steps related to this in the first months on the job.

2. Most principals placed a heavy focus on academics from the beginning. All principals talked about student achievement, test scores, academics, and this being a priority for them. Most reviewed student achievement data, examined attendance (and in one case tardy) data and considered the school's track record in recognizing student achievement as part of the summer "home work".

3. A lot was done to set the stage before teachers returned. Having those summer months to do homework, learn the politics and the budget, to become familiar with issues and deficiencies, as well as strengths, was a key time for each principal. This was a time to develop a strategic perspective and to grasp the reins before being pressed in the glaring lights of close scrutiny. During this time most of the principals developed a direction, priorities and an agenda for the first few months. (The first real breather would not be until the Christmas holiday.)

4. Striving for continuity is important. One clear recommendation out of this set of principals' experiences would be to strive to do all that is possible to make sure that every individual action contributes to the development of one of the focus areas. The key concept of "strategic sense" (Hall and Vandenberghe, 1988) was very obvious in this set of cases. Those principals who were able to keep in mind their longer term goals, and the themes that they were developing to get there, were able to do more and with greater coherency and greater pulling together on the part of the school staff.

5. Emphasizing a set of themes and phrases was important. Using phrases, such as "be the best we can be," and being visible to everyone at the beginning were very important. Everyone in the school, community, and central administration is wondering what the new principal will be like. Having a few themes and phrases that are repeated often provides a set of symbols and a framework to imagine what the new principal is like.

6. Induction programs for new principals are needed. All twelve case study principals and nearly all of the principals in the national survey sample began their high school principalships with the district office saying, "Here are the keys to the building, God bless you." No special orientations, no formal mentor, limited supervision and little to no coaching were the norm. As can be seen through other BPS reports and the Weindling and Earley study there is a clear need to establish a specialized induction program for beginning high school principals. This needs to be a program, not another one-time orientation meeting about employee benefits and purchase order procedures.

A key resource for beginning the development of principal induction programs is the work of the teacher educators on teacher induction. In particular, Leslie Huling Austin (1986) has documented a number of trends and practices that seem to make a difference in teacher induction programs. This research and experience base can be instrumental in cutting the time needed to develop induction programs for beginning principals.

Next Steps in Research

There are a number of hypotheses that can be developed out of this initial study. There are some next directions that are more exploratory and descriptive which would rely upon qualitative methods. Also there are a number of areas in which quantitative methods could be useful to answer emerging questions.

1. Comparison of mid-year and summer start times. As was pointed out above, one of the surprises in putting together the field study was that so many beginning principals started their positions in the middle of the school year. A useful study would be a comparison set of case studies of principals that begin in the middle of the year with principals who begin during the summer months. In some ways it would seem easier to begin in the middle of the year. The school routines would be up and established, and there would not be the usual array of start up personnel decisions.

2. Comparison of more and less successful entries. Another set of studies could examine the activities and focuses of principals that are more and less successful in their first year. Obviously a set of principles would have to be followed and then a post-hoc analysis done to rank order them in terms of some criteria of effectiveness. Out of this initial work, as well as the literature on effective principals (Leithwood and Montgomery, 1983; Hall, Rutherford, Hord, Huling, 1984) some hypotheses seem to hold true for beginning principals as well. For example, more successful entry seems to be related to principals having more of an "academic" focus, having a clearer vision about what a good school is about and what their role should be as a new principal, and thirdly, a great deal of emphasis is placed upon developing the culture of the school.

3. Gender differences. Our case study work begins to build a picture of some of the ways in which male and female high school principals need to approach entry in different ways. Gender differences do not seem to be as important at the elementary school level, at least based on our experiences there. However, at the secondary level, there are certain things that a male principal is more likely to do (e.g., work out in the weight room with the football team) that are less

likely options for a female principal. This is not a matter of one approach being better than another. Rather than denying the possibility of gender differences, there is a need to identify alternative approaches that men and women use that contribute to success in entry.

4. Relationship to the previous principal. In the Weindling and Earley studies, it appeared that there was a great deal of connection drawn by teachers, as well as the principal, to the style and role of the preceding principal. This did not show up as an issue in the American cases. It would be useful to conduct a study that begins with the departure of the "old" principal. This is a part of the issue of succession that Hart (1987) addressed in his study.

5. Quantitative analyses of time and activity allocations. Another useful next step would be to use the focus areas/themes, that were identified in this study, to classify and sort the type and amount of activities and the time spent in the different areas by beginning principals. One hypothesis would be that there is a fairly dramatic shift in some of these focus areas. For example, "homework" would be heavier during the summer months and would likely taper off as school opens. It was observed with a number of the principals that "staff development" for teachers did not become a heavy focus until after Christmas. Clearly there would be a shifting, and ebb and flow to the emphases and the activities of principals. Developing some sort of nominal description of these could be instructive.

6. Symbols and their meanings. A contrasting approach to the quantitative studies that were proposed above would be analysis of entry using an interpretive frame. For example, Tierny (1987) has examined elements of administration in higher education from an interpretative frame. Use of the cultural/interpretive research paradigm could be particularly instructive in high schools. Some principals, for example Hank in our case studies, were much more conscious and deliberate in their construction of actions and events and using these in terms of the symbols that they represented. Hank was keenly aware of the meaning and interpretations that students and faculty would assign to his every move. Other principals appeared to be much less aware of this interpretive frame, the use of symbols, and the possible meanings that others would assign to their actions (and non actions).

In Summary

In summary, all of the findings from the Beginning Principals Study have been enlightening. As was pointed out at several points, there has been a surprising absence of research in this area. The researchers on the BPS team are indebted to Dick Weindling and the precedent setting work that he and his colleagues did on secondary heads in Great Britain. There is a pressing need in the U.S. to learn a great deal more about the lives of beginning principals.

In the U.S., various types of support and mentor programs are going to be needed for the many new principals who will be replacing the majority of principals in secondary schools who are approaching retirement. The more that we can learn from new principals about tips for approaching and succeeding in entry, the better off schools, students and new principals will be.

The BPS study in large part has been exploratory in nature. It does provide the foundation for more targeted, descriptive studies, as well as offering an initial framework for the initial testing of selected hypotheses. The BPS team invites others to join in the search and will strive to provide as much assistance and advice as we can to further advance our understanding, the theory base, the research base, the development of theory and the support of beginning principals.

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Figure 1. Focus Areas During Entry

Homework:

Time and activities related to learning about the school, district forms, procedures and policies, the budget, background of personnel, and review of written reports.

Setting Expectations:

Actions taken to inform teachers, students, the community, and district office about this principal's beliefs, priorities, and goals. Letting people know what this principal believes is important.

Planning:

A mental charting of priorities and steps to be taken, both immediate and more long range.

Reversing Prior Decisions:

Knowingly changing a decision, policy, or going against the norm that his/her predecessor had in place.

Staff Development:

Supporting formal training opportunities for various school personnel.

Culture Building:

Actions taken to facilitate the development of certain values and norms. These can be sorted by target group:

1) The School as a Whole
2) The Administrative Team
3) Teachers
4) Students
5) Community

Related activities were diagnostic steps to probe and determine current culture values.

Personnel:

Selection and assignment of school employees.

Visibility:

Actions taken to let the various constituencies see the new principal.

Figure 1. continued

Politics:

Feeling out the lay of the land, determining who are likely allies and opponents, who are the influentials, and determining how things really get done. This activity has within school and with the district office components.

Setting Academic Expectations:

Actions and events that highlight a valuing and priority for student learning.

Student Focii:

Dealing directly with students and issues of student concern.

Discipline:

Setting and reinforcing rules and expectations for student behavior.

Figure 2. Example Actions of Beginning Principals During Entry

Focus Area	Beginning	Count Down	Take Off
Setting Expectations	Wanted to start with a clean slate. Tried to build trust level among the administrative staff. The first day after the appointment decision placed a letter in the mailboxes of the staff telling them how excited he was at being selected the principal. Sent a letter to staff asking them to stop in to say "hello" during the first two months of the principalship in order to get acquainted.		
Homework	Went through the First Amendment Rights to know what can be supported and what not. Read district policies. Read union agreement. Read all the printed literature about the school. Read last year's report, budget, and test scores to ge a handle on what was happening.		

Figure 2. continued

Focus Area	Beginning	Count Down	Take Off
Personnel	Hired a capable assistant principal. Hired top-notch secretaries. Selected new teachers.		Interviewed administrative assistants for the assistant principalship.
Background Checking	Had meetings with every one of the district coordinators and talked about the school, in general, and curriculum areas, in particular. Met with teachers individually to know more about them and their areas of strength.		
Planning	Studied the change process to improve school. Compared where we were in relation to other schools in the county as far as curriculum was concerned. Spent time with a principal of the neighboring school to establish a step-by-step plan of action. Sought support from the former principal of the school.	Didn't immediately change policies. Developed strategic plans to get it running smoothly. Prioritized the school needs as staff morale, student achievement, and overall atmosphere of the school through brainstorming with teachers.	

Figure 2. continued

Focus Area	Beginning	Count Down	Take Off
Reversing Prior Decisions		The previous principal bought some computers for the school which were not compatible to IBM computers. Talked to IBM and requested them to take the computers back without delivery charges.	
Culture Building: Administrative	Took the job description of the principal and discussed it with chairpersons of departments and support groups. Involved chairpersons of department in the interviews of teachers.	Organized a one-day retreat for school administrators to know about their responsibilities, issues, and concerns.	Chose one person to be responsible for the attendance office. Started delegating responsibilities for partnership management.
Culture Building: Teachers	Insisted on "BE THE BEST WE CAN BE". "Everything we did we tried to get people to talk about, be the best we can be."	Met with the teachers individually to identify their needs as teachers.	Met with the staff individually and collectively to talk about their expectations and what they wanted.

Figure 2. continued

Focus Area	Beginning	Count Down	Take Off
	Spent time getting to know the teachers to find out what might be the best way for school-wide assessment.	Met with the teachers collectively to identify their needs as school was concerned.	Since departments considered their subject as the only important subject, meetings were conducted to create a feeling that they were part of the team.
		Expected teachers to know what was happening in the school. Insisted that teachers attend faculty meetings.	
		Identified areas in which the school staff lacked in order to plan staff development.	Got into the classes and complimented the teachers for the good work and also shared concerns.
	Since some teachers felt the princiaal was threatening, there was a need to meet with the teachers individually and collectively to overcome their apprehensions.	Arranged a retreat for teachers to work out action plans for changes.	Asked teachers to take initiative toward their students on a personal level.
		Didn't allow teachers to wear jeans.	
		Told teachers I would like to take a firm stand against a teacher who doesn't meet expectations.	

Figure 2. continued

Focus Area	Beginning	Count Down	Take Off
		Met with the teachers and shared the strategic plans to improve the school. Had meetings with teachers of the International Baccalaureate Program and regular education to resolve their problems regarding work periods.	
Culture Building: Students		Informed the school district that we had extra classes and assistance for children who were good B Students or struggling students. Asked teachers to be involved with students and attend a few games for establishing a better teacher-student rapport.	Discussed attendance with students in class to make aware of the implications. Talked frequently with minority students and encouraged them. Asked all students to be actively involved in some extracurricular activities. Introduced peer-coaching program for the sutdents. Didn't allow students to smoke in between classes.

Figure 2. continued

Focus Area	Beginning	Count Down	Take Off
Academic Expectations	Written the building goals in consultation with the teachers so as to revise the curriculum to increase student classroom success. Emphasis on academic excellence, a caring environment and still support the traditions of the school. Emphasized the theme: "BE THE BEST WE CAN BE." Emphasized the theme: "BE THE BEST WE CAN BE."	Redefined student achievement and curriculum to improve the CTBS scores of students. Reevaluated each curriculum area by picking a committee of outside school personnel.	Implemented study halls to reduce absenteeism. Insisted students have books in classrooms. Told students that academics is the primary responsibility and athletics secondary. Since the test scores didn't honestly reflect the student's ability, the importance of test scores was explained to the students through the teachers collectively and individually. Communicated attendance policy to parents in writing.
Politics	Asked the teachers to call parents.		Talked to parents who were interested in forming Parents' Organizations.

Figure 2. continued

Focus Area	Beginning	Count Down	Take Off
			Walked through the school daily in and out of classrooms to get an idea of what was going on.
Visibility	Remained in the building most of the time to be available for teachers and parents. Attended some teacher workships which I needed to attend. Met community people by visiting neighborhood stores.		Went to some student activities such as football practices. When administrative work was too tiresome, got up and walked down the halls to be with students. They were the most energizing. Devoted one half day per week for classroom observations. Started a newsletter.
Student Focii	Read about programs dealing with issues such as child abuse and drug education.	Insisted information on drug education and high-risk problems be included in instructional areas.	Put together a team teaching concept by group - in high achievers and high-risk students to help the high-risk students.

Figure 2. continued

Focus Area	Beginning	Count Down	Take Off
			Assigned grade level principals. They are responsible for the discipline of the students. It's almost a school within a school

Components Checklist

Name_____

School_____

City_____

Component 1:

(1) (2) (3) (4) (5)

Component 2:

(1) (2) (3) (4) (5)

Component 3:

(1) (2) (3) (4) (5)

Component 4:

(1) (2) (3) (4) (5)

Notes: